



NRS AND WEB-BASED DATA SYSTEM UPDATES AUGUST 2006

EDUCATIONAL FUNCTIONING LEVELS (EFLs)

For 2006-2007, the EFLs for ESOL have been adjusted by the NRS.

- ESL Beginning is split into two different levels: Low Beginning and High Beginning.
- ESL High Advanced has been removed and is no longer reported.
- ESL Low Advanced is now titled ESL Advanced.

A chart is included that identifies the revised scale score ranges for each of the assessments reported for ESOL students. As you enroll and assess new students, remember that you will not be able to serve the highest level ESL students (the former ESL High Advanced) unless you have an assessment that places them at a lower EFL.

PRE VS. POST-TESTS

All assessments reported must be identified as either a pre or a post-test. When a learner first attends a local program, the initial assessment(s) is labeled a pre-test. As the student continues in the program and is assessed on the same assessment, all subsequent assessment administrations and reported scores are identified as post-tests.

Additional Considerations:

- An assessment from the previous fiscal year may serve as the current assessment identified for measuring educational gain and determining EFL provided the student does not have a gap of 90 days or more in attendance.
- If a learner does not attend a local program for 90 consecutive days or more, the learner must be reassessed and the results reported as a **pre-test**.
- Local programs that do not provide instructional opportunities during the summer months (June, July, and August) with a 90 day or more consecutive gap in instruction will be required to reassess returning students to the program and identify the assessment as a **pre-test**.

NRS TABLES 4 AND 4B

If you attempt to review and print Tables 4 or 4B for any fiscal year, you will notice that the new EFLs for ESOL appear on the tables along with the old levels. The programmers are aware of this problem and are working to make the revisions. The changes should be in place by the end of August if not sooner.

NRS TARGETS (2006-2007)

The targets for 2006-2007 are included for your reference. The targets will also be loaded into the data system on the appropriate tables once the corrections to Tables 4 and 4B are completed.



EFL VS. SCALE SCORES FOR ESOL ASSESSMENTS (2006-2007)

ESL Beginning Literacy	ESL Low Beginning	ESL High Beginning	ESL Intermediate Low	ESL Intermediate High	ESL Advanced
<u>BEST Plus</u> Oral: 0 – 400 Speaking and Listening: 0 – 400 <u>CASAS (ESL)</u> Reading: 0 – 180 Speaking and Listening: 0 – 180 Single Score: 0 – 180 <u>BESTEL</u> Form 1, Writing: 0 – 20 Form 2, Writing: 0 – 20 Form 3, Writing: 0 – 20 <u>BEST Long Form</u> Oral: 0 – 15 Reading and Writing: 0 – 7 Speaking and Listening: 0 – 15 <u>REEP Writing</u> Writing: 0 – 0	<u>BEST Plus</u> Oral: 401 – 417 Speaking and Listening: 401 – 417 <u>CASAS (ESL)</u> Reading: 181 – 190 Speaking and Listening: 181 – 190 Single Score: 181 – 190 <u>BESTEL</u> Form 1, Writing: 21 – 25 Form 2, Writing: 21 – 25 Form 3, Writing: 21 – 25 <u>BEST Long Form</u> Oral: 16 – 28 Reading and Writing: 8 – 35 Speaking and Listening: 16 – 28 <u>REEP Writing</u> Writing: 1 – 1.6	<u>BEST Plus</u> Oral: 418 – 438 Speaking and Listening: 418 – 438 <u>CASAS (ESL)</u> Reading: 191 – 200 Speaking and Listening: 191 – 200 Single Score: 191 – 200 <u>BESTEL</u> Form 1, Writing: 26 – 30 Form 2, Writing: 26 – 30 Form 3, Writing: 26 – 30 <u>BEST Long Form</u> Oral: 29 – 41 Reading and Writing: 36 – 46 Speaking and Listening: 29 – 41 <u>REEP Writing</u> Writing: 1.7 – 2.2	<u>BEST Plus</u> Oral: 439 – 472 Speaking and Listening: 439 – 472 <u>CASAS (ESL)</u> Reading: 201 – 210 Speaking and Listening: 201 – 210 Single Score: 201 – 210 <u>BESTEL</u> Form 1, Writing: 31 – 39 Form 2, Writing: 31 – 39 Form 3, Writing: 31 – 39 <u>BEST Long Form</u> Oral: 42 – 50 Reading and Writing: 47 – 53 Speaking and Listening: 42 – 50 <u>REEP Writing</u> Writing: 2.3 – 3.4	<u>BEST Plus</u> Oral: 473 – 506 Speaking and Listening: 473 – 506 <u>CASAS (ESL)</u> Reading: 211 – 220 Speaking and Listening: 211 – 220 Single Score: 211 – 220 <u>BESTEL</u> Form 1, Writing: 40 – 52 Form 2, Writing: 40 – 52 Form 3, Writing: 40 – 52 <u>BEST Long Form</u> Oral: 51 – 57 Reading and Writing: 54 – 65 Speaking and Listening: 51 – 57 <u>REEP Writing</u> Writing: 3.5 – 4.8	<u>BEST Plus</u> Oral: 507 – 540 Speaking and Listening: 507 – 540 <u>CASAS (ESL)</u> Reading: 221 – 235 Speaking and Listening: 221 – 235 Single Score: 221 – 235 <u>BESTEL</u> Form 1, Writing: 53 – 65 Form 2, Writing: 53 – 65 Form 3, Writing: 53 – 65 <u>BEST Long Form</u> Oral: 58 – 64 Reading and Writing: 66 – 70 Speaking and Listening: 58 – 64 <u>REEP Writing</u> Writing: 4.9 – 5.4



VIRGINIA NRS TARGETS (2006-2007)

The targets are negotiated with USED annually each spring and represent a model of continuous improvement. Local programs are expected to meet or exceed the targets annually.

Educational Functioning Level	2006-2007 Target (%)
ABE Beginning Literacy	46
ABE Beginning Basic Education	49
ABE Intermediate Low	48
ABE Intermediate High	48
ASE Low	60
ESL Beginning Literacy	40
ESL Low Beginning	38
ESL High Beginning	38
ESL Intermediate Low	43
ESL Intermediate High	41
ESL Advanced	30
Follow-up Goal	2006-2007 Target (%)
Receipt of Secondary Credential	85
Entering Employment	30
Retaining Employment	53
Enter Post-secondary Education or Training	33

